

Michel Thomas[®] method

Greek

Advanced Course

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Hara Garoufalia Middle and Howard Middle

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Learn another language the way you learnt your own

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Michel Thomas^{method}

and learn another language the way you learnt your own

Developed over 50 years, the amazing teaching methods of the world's greatest language teacher completely takes the strain out of language learning. Michel Thomas' all-audio courses provide an accelerated method for learning that is truly revolutionary.

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Introduction

What is the Michel Thomas Method?

The Michel Thomas Method* all-audio courses, published by Hodder Education, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

How does the Method work?

The Method works by breaking a language down into its component parts, enabling learners to reconstruct the language themselves – to form their own sentences, to say what they want, when they want. Because you learn the language in small steps, you can build it up yourself to produce ever more complicated sentences.

**No books
No writing
Just confidence – in hours**

The Michel Thomas Method is 'in tune' with the way your brain works, so you assimilate the language easily and don't forget it! The Method teaches you through your own language, so there's no stress, and no anxiety. The teacher builds up the new language, step by step, and you don't move on till you've absorbed and understood the previous point. As Michel Thomas said, *'What you understand, you know, and what you know, you don't forget.'*

With parallels to the way you learnt your own language, each language is learnt in 'real-time' conditions. There is no need to stop for homework, additional exercises or vocabulary memorization.

*US patent 6,565,358

'Learning Spanish with Michel was the most extraordinary learning experience of my life – it was unforgettable.'

Emma Thompson

'Michel Thomas is a precious find indeed.'

The Guardian

The classroom situation on the recording lets you learn with others. You enjoy their success, and you learn from their mistakes. The students on the recordings are not reading from scripts and they have received no additional instruction or preparation – just the guidance you hear on the recording. You, as the learner, become the third student and participate actively in the class.

A very important part of the Michel Thomas Method is that full responsibility for your learning lies with the teacher, not with you, the pupil. This helps to ensure that you can relax, and feel confident, so allowing you to learn effectively.

You will enjoy the Method as it creates real excitement – you can't wait to use the language.

'There's no such thing as a poor student, only a poor teacher.'

Michel Thomas

What level of language will I achieve?

The Introductory and Foundation courses are designed for complete beginners. They make no assumption of a knowledge of any language other than English. They will give the beginner a practical and functional use of the

HOW ARE THE RECORDINGS BEST USED?

- **Relax!** Make yourself comfortable before playing the recording and try to let go of the tensions and anxieties traditionally associated with learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with learning at school.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas Method that the responsibility for the student's learning lies with the teacher. With the Michel Thomas Method as your teacher, your learning will be based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head, if you are in a public place) before the students' responses. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn.
- **Give yourself time to think.** The students on the recordings had all the time they needed to think out their responses. On the recordings their 'thinking time' has been cut in order to make full use of the recording time. You can take all the time you need (by using your pause button). The pause button is the key to *your* learning! To get you used to pausing the recording before the students' responses, bleeps have been added to the first few tracks. When you hear the bleep, pause the recording, think out and say your response, then release the pause button to hear the student's, then the teacher's, response.
- **Start at the beginning of the course.** Whatever your existing knowledge of the language you are learning, it is important that you follow the way that the teacher builds up your knowledge of the language.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'ahaa' reaction – 'yes, of course, I understand now' – you are doing fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. The course is structured so that you cannot go on unless you fully understand everything, so just go back a little and you will pick up where you left off.
- **Stop the recording whenever it suits you.** You will notice that this course is not divided into lessons; you will always be able to pick up from where you left off, without the need to review.

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spoken language. They are also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

The Introductory course comprises the first two hours of the Foundation Course. The Advanced course follows on from the Foundation course and expands on structures touched on in the earlier course to improve your understanding and mastery of complex language.

The Michel Thomas Method teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally. You will absorb the vocabulary and grammatical structures and, in addition, will be introduced to elements of writing and reading.

How quickly can I learn with the Michel Thomas Method?

One of the most remarkable features of the Michel Thomas Method is the speed with which results are achieved. A knowledge of the language that will take months of conventional study can be achieved in a matter of hours with the Michel Thomas Method. The teacher masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. The teacher moves quickly between numerous practice sessions, which all build the learners' confidence in their ability to communicate in complex ways.

Because the Michel Thomas Method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience. This means that you can stop and start as you please.

The excitement of learning will motivate you to continue listening and learning for as long a time as is practical for you. This will enable you to make progress faster than you ever imagined possible.

Who is the Michel Thomas Method for?

Anyone can learn a language with the Michel Thomas Method – and the wide diversity of Michel Thomas’s own students proves this. Not only did Michel instruct the rich and famous, but he also taught many so-called ‘hopeless cases’. For example, in 1997, Michel taught French to a group of sixteen-year-olds in north London who had been told they could never learn a language, and gave them the ability to use the new language far beyond their expectations – in just a week. Perhaps more importantly, he gave them the confidence to speak and a belief in, and the experience of, their own ability to learn.

Whatever your motivation for learning a language, the Michel Thomas Method quite simply offers the most effective method that is available.

What can I do next?

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Magazines, newspapers and podcasts (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

Build your vocabulary with the Vocabulary courses, which carry forward the Michel Thomas Method teaching tradition and faithfully follow Michel Thomas’s unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel’s most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas used in his earlier courses, with the all-audio and ‘building-block’ approach. The teacher builds on Michel’s foundations to encourage the student at home to build up their vocabulary in the foreign language, using relationships with English, where appropriate, or connections within the foreign language itself. The student takes part in the audio, following prompts by the teacher, as in Michel Thomas’s original Foundation and Advanced courses.

Who was Michel Thomas?



Michel with Grace Kelly

Michel Thomas (1914–2005) spent most of his childhood in Germany and France. He studied psychology at the Sorbonne (Paris) and at the University of Vienna. During the Second World War he fought for the French Resistance; after the war he worked for the U.S. army. His war-time experiences, including two years in concentration and labour camps and torture at the hands of the Gestapo, fuelled his passion for teaching languages, as a result of which he developed a uniquely effective language-

teaching method that brought to his door celebrities (including Barbra Streisand and Emma Thompson), diplomats, academics and business executives from around the world. He established the first Michel Thomas Language Center in Beverly Hills in 1947, and continued to travel the world teaching languages for the rest of his life.

Whom did Michel Thomas teach?

People came from all over the world to learn a foreign language with Michel Thomas – because his method works. His students, numbering in the thousands, included well-known people from the arts and from the corporate, political and academic worlds. For example, he taught French to filmstar Grace Kelly prior to her marriage to Prince Rainier of Monaco.

Michel's list of clients included:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand,

Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.

- *Diplomats, dignitaries and academics:* Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.

- *Executives from the following corporations:* AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

Track listing

In this track listing, the words and phrases taught in the course are listed in English and Greek (transliterated and Greek script). The Greek alphabet is given on pages 35–37, along with an explanation of the transliteration system. This duplicates the alphabet section from the Foundation course.

Abbreviations used in this track listing:

- (m) = masculine
- (f) = feminine
- (n) = neuter
- (fam) = familiar
- (pl) = plural

To show a question in Greek, you use a semi-colon (;) where in English you would use a question mark (?).

CD1 Tracks 1–3

Introduction to the course and how to use it
Recap of key language from the Foundation course.

CD1 Track 4 – subject/object forms

This book is very good.	<i>Aftó to vivlío íne polí kaló.</i>	Αυτό το βιβλίο είναι πολύ καλό.
I want to read a good book.	<i>THélo na thiaváso éna kaló vivlío.</i>	Θέλω να διαβάσω ένα καλό βιβλίο.
A salad every day is (‘does’) good (for you).	<i>Mía saláta káThe méra káni kaló.</i>	Μία σαλάτα κάθε μέρα κάνει καλό.
He wants a salad.	<i>THéli mía saláta.</i>	Θέλει μία σαλάτα.
This beer wasn’t very good.	<i>Aftí i bíra then ítan polí kalí.</i>	Αυτή η μπύρα δεν ήταν πολύ καλή.
I want this good beer.	<i>THélo aftín tin kalí bíra.</i>	Θέλω αυτήν την καλή μπύρα.

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Don't you want the salad?	<i>Then THélete tin saláta?</i>	Δεν θέλετε την σαλάτα;
I'm reading this newspaper now.	<i>Thiavázo aftín tin efimerítha tóra.</i>	Διαβάζω αυτήν την εφημερίδα τώρα.
Do you want it?	<i>Tin THélete?</i>	Την θέλετε;

CD1 Track 5 – 'this/that' (neuter, feminine, masculine)

that (n)	<i>ekíno</i>	εκείνο
This book, not that one	<i>Aftó to vivlío, óxi ekíno</i>	Αυτό το βιβλίο, όχι εκείνο
I want that sandwich there, please.	<i>Thélo ekíno to sándouits ekí, parakaló.</i>	Θέλω εκείνο το σάντουιτς εκεί, παρακαλώ.
That beer is very good; this one isn't.	<i>Ekíni i bíra íne polí kali – aftí then íne.</i>	Εκείνη η μύρα είναι πολύ καλή – αυτή δεν είναι.
I like that coffee a lot.	<i>Moo arési polí ekínos o kafés.</i>	Μου αρέσει πολύ εκείνος ο καφές.
This is George, that is Eleni.	<i>Aftós íne o Yiórgos, ekíni íne i Eléni.</i>	Αυτός είναι ο Γιώργος – αυτή είναι η Ελένη.
This is María, that was Kostas.	<i>Aftí íne i María, ekínos ítan o Kóstas.</i>	Αυτή είναι η Μαρία – εκείνος ήταν ο Κώστας.

CD1 Track 6 – subject/object forms (feminine/masculine)

retsina	<i>retsína (f)</i>	ρετσίνα
Do you like retsina?	<i>Sas arési i retsína?</i>	Σας αρέσει η ρετσίνα;
Where will you buy the retsina tomorrow?	<i>Poo THa agorásete aftín tin retsína avrío?</i>	Πού θα αγοράσετε αυτήν την ρετσίνα αύριο;
I don't like this coffee.	<i>Then moo arési aftós o kafés.</i>	Δεν μου αρέσει αυτός ο καφές.
A coffee every day does (you) good.	<i>Enas kafés káTHE méra káni kaló.</i>	Ένας καφές κάθε μέρα κάνει καλό.

We want a large coffee.	<i>Théloome énan megálo kafé.</i>	Θέλουμε έναν μεγάλο καφέ.
This was a very big bill.	<i>Aftós ítan énas poli megálos logariasmós.</i>	Αυτός ήταν ένας πολύ μεγάλος λογαριασμός.
Can I have the bill, please?	<i>Boró na éxo ton logariasmó, parakaló?</i>	Μπορώ να έχω τον λογαριασμό, παρακαλώ?
That taverna has a very small menu.	<i>Ekíni i tavérna éxi énan polí mikró katálogo.</i>	Εκείνη η ταβέρνα έχει έναν πολύ μικρό κατάλογο.

CD1 Track 7 – gender endings

cheap (not expensive): neuter, feminine, masculine (subject)	<i>ftinó, ftiní, ftinós</i>	φτηνό, φτηνή, φτηνός
This beer is cheap; that one isn't.	<i>Aftí i bíra íne ftiní – ekíni then íne.</i>	Αυτή η μπύρα είναι φτηνή – εκείνη δεν είναι.
This ouzo isn't cheap; that one is.	<i>Aftó to oózo then íne ftinó. Ekíno íne.</i>	Αυτό το ούζο δεν είναι φτηνό. Εκείνο είναι.
This coffee is very cheap.	<i>Aftós o kafés íne polí ftinós.</i>	Αυτός ο καφές είναι πολύ φτηνός.
The bill was very cheap.	<i>O logariasmós ítan polí ftinós.</i>	Ο λογαριασμός ήταν πολύ φτηνός.
expensive: neuter, feminine, masculine (subject)	<i>akrivó, akriví, akrivós</i>	ακριβό, ακριβή, ακριβός
That is an expensive salad.	<i>Ekíni íne mía akriví saláta.</i>	Εκείνη είναι μία ακριβή σαλάτα.
This isn't an expensive coffee.	<i>Aftós then íne énas akrivós kafés.</i>	Αυτός δεν είναι ένας ακριβός καφές.
The bill wasn't very expensive, was it?	<i>O logariasmós then ítan polí akrivós, étsi then íne?</i>	Ο λογαριασμός δεν ήταν πολύ ακριβός, έτσι δεν είναι;
moussaka	<i>moosakás (m)</i>	μουσακάς

We like a good moussaka.	<i>Mas arési énas kalós moosakás.</i>	Μας αρέσει ένας καλός μουσακάς.
We don't like a cheap moussaka.	<i>Then mas arési énas ftinós moosakás.</i>	Δεν μας αρέσει ένας φτηνός μουσακάς.
I want the cheap coffee, not that expensive one.	<i>THélo ton ftinó kafé, óxi ekíno(n) ton akrivó.</i>	Θέλω τον φτηνό καφέ, όχι εκείνο(ν) τον ακριβό.
We want the expensive moussaka, not the cheap one.	<i>THéloome ton akrivó moosaká, óxi ton ftinó.</i>	Θέλουμε τον ακριβό μουσακά, όχι τον φτηνό.
I don't like this cheap wine, but I like that expensive one very much.	<i>Then moo arési aftó to ftinó krasí, allá moo arési ekíno to akrivó polí.</i>	Δεν μου αρέσει αυτό το φτηνό κρασί, αλλά μου αρέσει εκείνο το ακριβό πολύ.
Maria will buy that cheap retsina, but we don't like it...	<i>I María THa agorási ekíni(n) tin ftiní retsína, allá then mas arési ...</i>	Η Μαρία θα αγοράσει εκείνη(ν) την φτηνή ρετσίνα, αλλά δεν μας αρέσει...
That taverna has an expensive menu.	<i>Ekíni i tavérna éxi énan akrivó katálogo.</i>	Εκείνη η ταβέρνα έχει έναν ακριβό κατάλογο.

CD1 Track 8 – object forms after prepositions

We're going to the good taverna today.	<i>Páme stin kalí tavérna símera.</i>	Πάμε στην καλή ταβέρνα σήμερα.
He goes to a good school.	<i>Pai se éna kaló sxolío.</i>	Πάει σε ένα καλό σχολείο.
station	<i>staTHmós</i>	σταθμός
Where is the station?	<i>Poo íne o staTHmós?</i>	Πού είναι ο σταθμός;
He was at the station.	<i>Ítan ston staTHmó.</i>	Ήταν στον σταθμό.
Can you go to the station now?	<i>Boríte na páte ston staTHmó tóra?</i>	Μπορείτε να πάτε στον σταθμό τώρα;

CD1 Track 9 – more prepositions; ‘your’

for	<i>yia</i>	για
What are you buying for Costas?	<i>Ti agorázete yia ton Kósta?</i>	Τι αγοράζετε για τον Κώστα;
We’re not buying anything for Maria.	<i>Then agorázoome típota yia tin María.</i>	Δεν αγοράζουμε τίποτα για την Μαρία.
near (to)	<i>kondá se</i>	κοντά σε
Is the taverna near the supermarket?	<i>I tavérna íne kondá sto soopermárket?</i>	Η ταβέρνα είναι κοντά στο σουπερμάρκετ;
No, the taverna isn’t near a supermarket.	<i>Óxi, i tavérna then íne kondá se éna soopermárket.</i>	Όχι, η ταβέρνα δεν είναι κοντά σε ένα σουπερμάρκετ.
Is the station near your house?	<i>O staTHmó íne kondá sto spíti sas?</i>	Ο σταθμός είναι κοντά στο σπίτι σας;
far from	<i>makriá apó</i>	μακριά από
Is the station far from the taverna?	<i>O staTHmós íne makriá apó tin tavérna?</i>	Ο σταθμός είναι μακριά από την ταβέρνα;

CD1 Track 10 – more prepositions

on top of	<i>epáno se</i>	επάνω σε
The book is on top of the television.	<i>To vivlío íne epáno stin tileórasí.</i>	Το βιβλίο είναι επάνω στην τηλεόραση.
table	<i>trapézi (n)</i>	τραπέζι
a small table	<i>éna mikró trapézi</i>	ένα μικρό τραπέζι
The newspaper is on top of the small table.	<i>I efimerítha íne epáno sto mikró trapézi.</i>	Η εφημερίδα είναι επάνω στο μικρό τραπέζι.
under	<i>káto apó</i>	κάτω από
The book is under the table.	<i>To vivlío íne káto apó to trapézi.</i>	Το βιβλίο είναι κάτω από το τραπέζι.
The book is under the television.	<i>To vivlío íne káto apó tin tileórasí.</i>	Το βιβλίο είναι κάτω από την τηλεόραση.
sugar	<i>záhari (n)</i>	ζάχαρη
with	<i>me</i>	με

I want a large coffee with sugar.	<i>Thélo énan megálo kafé me záchari.</i>	Θέλω έναν μεγάλο καφέ με ζάχαρη.
milk	<i>gála</i>	γάλα
He wants a tea with milk and a little sugar.	<i>Théli éna tsai me gála ke lígo záchari.</i>	Θέλει ένα τσάι με γάλα και λίγο ζάχαρη.
by train	<i>me to tréno</i>	με το τρένο
by underground	<i>me to metró</i>	με το μετρό
by plane	<i>me to aeropláno</i>	με το αεροπλάνο
Will you go with George or with Maria?	<i>Tha páte me ton Yiórgo i me tin María?</i>	Θα πάτε με τον Γιώργο ή με την Μαρία;

CD2 Track 1 – practice with prepositions

car	<i>aftokínito</i>	αυτοκίνητο
We have to go to school by car today.	<i>Prépi na páme sto sxoló me to aftokínito símera.</i>	Πρέπει να πάμε στο σχολείο με το αυτοκίνητο σήμερα.
That glass of wine on the table is for George.	<i>Ekíno to potíri krasí (epáno) sto trapézi íne gia ton Yiórgo.</i>	Εκείνο το ποτήρι κρασί (επάνω) στο τραπέζι είναι για τον Γιώργο.
Maria goes to an expensive school near your house.	<i>I María pái se éna akrivó sxoló kondá sto spíti sas.</i>	Η Μαρία πάει σε ένα ακριβό σχολείο κοντά στο σπίτι σας.

CD2 Track 2 – ‘there is’

there is	<i>ipárxí</i>	υπάρχει
There is a station near (to) the supermarket.	<i>Ipárxí énas stathmós kondá sto soopermárket.</i>	Υπάρχει ένας σταθμός κοντά στο σουπερμάρκετ.
There isn't a taverna near my house.	<i>Then ipárxí mía tavérna kondá sto spíti moo.</i>	Δεν υπάρχει μία ταβέρνα κοντά στο σπίτι μου.

CD2 Track 3 – familiar form for ‘you’ and verb form

you (fam)	<i>esí</i>	εσύ
you understand (fam)	<i>katalavénis</i>	καταλαβαίνεις
you want (fam)	<i>THélis</i>	θέλεις
you are hungry (fam)	<i>pinás</i>	πεινάς
you are thirsty (fam)	<i>thipsás</i>	διψάς
you hurt (fam)	<i>ponás</i>	πονάς
you can (fam)	<i>borís</i>	μπορείς
you eat (fam)	<i>tros</i>	τρως
Do you want (fam) this?	<i>THélis aftó?</i>	Θέλεις αυτό;
How are (fam) you?	<i>Ti kánis?</i>	Τι κάνεις;
What are you reading (fam) today?	<i>Ti thiavázis símera?</i>	Τι διαβάζεις σήμερα;
What are you eating (fam)?	<i>Ti tros?</i>	Τι τρως;
Are you going (fam) to the park tomorrow?	<i>THa pas sto párko ávrío?</i>	Θα πας στο πάρκο αύριο;
Do you go (fam) to school every day?	<i>Pas sto sxolíó káTHE méra?</i>	Πας στο σχολείο κάθε μέρα;
What do you want (fam) to buy at the supermarket today?	<i>Ti THélis na agorásis sto soopermárket símera?</i>	Τι θέλεις να αγοράσεις στο σουπερμάρκετ σήμερα;
You aren't leaving (fam) late, are you?	<i>Then févyis argá, étsi then íne?</i>	Δεν φεύγεις αργά, έτσι δεν είναι;

CD2 Track 4 – ‘you’ – familiar forms

Can you read (fam) this book?	<i>Borís na thiavásis aftó to vivlíó?</i>	Μπορείς να διαβάσεις αυτό το βιβλίο;
You can't go (fam) now – you have to wait a little.	<i>Then borís na pás tóra – prépi na periménis lígo.</i>	Δεν μπορείς να πας τώρα – πρέπει να περιμένεις λίγο.
You should leave (fam) early for (the) school today.	<i>Prépi na fíyis norís yia to sxolíó símera.</i>	Πρέπει να φύγεις νωρίς για το σχολείο σήμερα.

Why don't you want to eat (fam) that moussaka?	<i>Yiatí then THélis na fas ekíno(n) ton moosaká?</i>	Γιατί δεν θέλεις να φας εκείνο(ν) τον μουσακά;
Don't you want (fam) to drink (fam) that retsina?	<i>Then thélis na pyis ekíni(n) tin retsína?</i>	Δεν θέλεις να πιείς εκείνη(ν) την ρετσίνα;
Do you want (fam) to watch (fam) television or go to the bar?	<i>THélis na this tileórasí, i na pas sto bar?</i>	Θέλεις να δεις τηλεόραση ή να πας στο μπαρ;
for you (pl)	<i>yia sas</i>	για σας
for you (fam)	<i>yia séna</i>	για σένα
your (fam)	<i>soo</i>	σου
That is your (fam) book, isn't it?	<i>Ekíno íne to vivlíoo soo, étsi then íne?</i>	Εκείνο είναι το βιβλίο σου, έτσι δεν είναι;
Do you like (fam) retsina?	<i>Soo arési i retsína?</i>	Σου αρέσει η ρετσίνα;
you were (fam)	<i>ísoon</i>	ήσουν
Why weren't (fam) you at school yesterday, Maria?	<i>Yiatí then ísoon sto sxolíoo exTHés, María?</i>	Γιατί δεν ήσουν στο σχολείο εχθές, Μαρία;

CD2 Track 5 - 'they' verb forms

They are buying.	<i>agorázoon</i>	αγοράζουν
They are waiting.	<i>periménoon</i>	περιμένουν
They don't know why they are waiting.	<i>Then kséroon yiatí periménoon.</i>	Δεν ξέρουν γιατί περιμένουν.
Maria and George always read a newspaper on the underground.	<i>I María ke o Yiórgos thiavázoon pánda mía efimerítha sto metró.</i>	Η Μαρία και ο Γιώργος διαβάζουν πάντα μία εφημερίδα στο μετρό.
They don't always watch television at home.	<i>Then vlépoon pánda tileórasí sto spíti.</i>	Δεν βλέπουν πάντα τηλεόραση στο σπίτι.
They never drink ouzo ...	<i>Then pínoon poté oúzo...</i>	Δεν πίνουν ποτέ ούζο...

They often start early and always finish late.	<i>Arízoon sixná norís, ke telíónoon pánda argá.</i>	Αρχίζουν συχνά νωρίς, και τελειώνουν πάντα αργά.
<i>Eleni and Kostas will take the train tomorrow and will arrive early.</i>	<i>I Eléni ke o Kóstas THa pároon to tréno ávrio ke THa ftásoon noris.</i>	Η Ελένη και ο Κώστας θα πάρουν το τρένο αύριο και θα φτάσουν νωρίς.
Why don't they leave today? they want	<i>Yiatí then févgoon símera? THéloon</i>	Γιατί δεν φεύγουν σήμερα; θέλουν
They don't want to do anything.	<i>Then THéloon na kánoon típota.</i>	Δεν θέλουν να κάνουν τίποτα.
They have to leave, but they don't want to. they can	<i>Prépi na figoon, allá then THéloon. boroón</i>	Πρέπει να φύγουν, αλλά δεν θέλουν. μπορούν
They can leave today.	<i>Boroón na figoon símera.</i>	Μπορούν να φύγουν σήμερα.
They can start it tomorrow.	<i>Boroón na to arízoon ávrio.</i>	Μπορούν να το αρχίσουν αύριο.
They can't finish it tomorrow, can they?	<i>Then boroón na to telíósoon ávrio, étsi then íne?</i>	Δεν μπορούν να το τελειώσουν αύριο, έτσι δεν είναι;
They are very thirsty.	<i>thipsáne</i>	διψάνε
They will go to England tomorrow.	<i>THa páne stin anglía ávrio.</i>	Θα πάνε στην Αγγλία αύριο.
They don't speak Spanish very well.	<i>Then miláne ispaniká polí kalá.</i>	Δεν μιλάνε ισπανικά πολύ καλά.
They are eating a salad.	<i>Tróne mía saláta.</i>	Τρώνε μία σαλάτα.

CD2 Track 6 – pronouns: ‘they’: masculine, feminine, neuter; ‘they are/ they were’

they (masculine/ unspecified gender)	<i>aftí</i>	αυτοί
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Kostas and George are taking the train. They will arrive late.	<i>O Kóstas ke o Yiórgos pérnoon to tréno. Aftí THa ftásoon argá.</i>	Ο Κώστας και ο Γιώργος παίρνουν το τρένο. Αυτοί θα φτάσουν αργά.
they are	<i>íne</i>	είναι
they (all feminine)	<i>aftés</i>	αυτές
Here are Maria and Eleni. What do they want?	<i>Ethó íne i María ke i Eléni. Ti THeloon aftés?</i>	Εδώ είναι η Μαρία και η Ελένη. Τι θέλουν αυτές ;
they (all neuter)	<i>aftá</i>	αυτά
they were	<i>ítan</i>	ήταν
Where were Kostas and Maria yesterday?	<i>Poo ítan o Kóstas ke i María exTHés?</i>	Πού ήταν ο Κώστας και η Μαρία εχθές;

CD2 Track 7 – ‘say/tell/am called’

I say/tell	<i>léo</i>	λέω
you say/tell (fam/pl)	<i>les/léte</i>	λες/λέτε
he/she says/tells	<i>lei</i>	λέει
we say/tell	<i>léme</i>	λέμε
they say/tell	<i>léne</i>	λένε
What are you saying (pl/fam)?	<i>Ti léte?/ti les?</i>	Τι λέτε;/τι λες;
I am called (they say me)	<i>me léne</i>	Με λένε
how	<i>pos</i>	πώς
What's your (pl/fam) name?	<i>Pos sas/se léne?</i>	Πώς σας/σε λένε;
What's his/her name?	<i>Pos ton/tin léne?</i>	Πώς τον/την λένε;
What's their name?	<i>Pos toos léne?</i>	Πώς τους λένε;
What's their (all feminine) name?	<i>Pos tis léne?</i>	Πώς τις λένε;
How was the wine?	<i>Pos ítan to krasí?</i>	Πώς ήταν το κρασί;

CD2 Track 8 – indirect object pronouns

Do you like (the) retsina?	<i>Soo arési i retsína?</i>	Σου αρέσει η ρετσίνα;
Why doesn't he like ouzo?	<i>Yiatí then too arési to oózo?</i>	Γιατί δεν του αρέσει το ούζο;
Why doesn't she like Greek coffee?	<i>Yiatí then tis arési o elinikós kafés?</i>	Γιατί δεν της αρέσει ο ελληνικός καφές;
to us	<i>mas</i>	μας
We don't like that car...	<i>Then mas arési ekíno to aftokínito...</i>	Δεν μας αρέσει εκείνο το αυτοκίνητο...
They (all genders) like retsina.	<i>Toos arési i retsína.</i>	Τους αρέσει η ρετσίνα.

CD2 Track 9 – pronouns (long forms) after prepositions

with/for me	<i>me/yia ména</i>	με/για μένα
with/for you (fam)/(pl)	<i>me/yia séna/me/yia sas</i>	με/για σένα/με/για σας
with/for him	<i>me/yia aftón</i>	με/για αυτόν
with/for her	<i>me/yia aftín</i>	με/για αυτήν
with/for us	<i>me/yia mas</i>	με/για μας
with/for them (m)	<i>me/yia aftóos</i>	με/για αυτούς

CD2 Track 10 – 'there are'

there are	<i>ipárxoon</i>	υπάρχουν
two	<i>thío</i>	δύο
There are two cinemas near our house.	<i>Ipárxoon thío sinemá kondá sto spíti mas.</i>	Υπάρχουν δύο σινεμά κοντά στο σπίτι μας.

CD2 Track 11 – recap of past of 'to be'; time phrases

week	<i>evthomátha (f)</i>	εβδομάδα
We won't go to the cinema this week.	<i>Then THa páme sto sinemá aftín tin evthomátha.</i>	Δεν θα πάμε στο σινεμά αυτήν την εβδομάδα.
last week	<i>tin perasméni evthomátha</i>	την περασμένη εβδομάδα

month	<i>mínas</i> (m)	μήνας
last month	<i>ton perasméno mína</i>	τον περασμένο μήνα

CD3 Track 1 – past tense of verbs

I bought	<i>agórasa</i>	αγόρασα
Did you read (pl) this book last week?	<i>Thiavásate aftó to vivlío tin perasméni evthomátha?</i>	Διαβάσατε αυτό το βιβλίο την περασμένη εβδομάδα;
You read (past) (fam) this book last month ...	<i>Thiávases aftó to vivlío ton perasméno mína...</i>	Διάβασες αυτό το βιβλίο τον περασμένο μήνα...
I read (past tense)	<i>thiávasa</i>	διάβασα

CD3 Track 2 – more past verb forms

He/she started it yesterday	<i>To árxisε exTHés.</i>	Το άρχισε εχθές.
I started	<i>árxisa</i>	άρχισα
I finished, you finished (fam/pl), he finished, we finished	<i>telíosa, telíoses, telíosate, telíose, telíosame</i>	τελείωσα, τελείωσες, τελειώσατε, τελείωσε, τελειώσαμε
they waited	<i>perímenan</i>	περίμεναν
I waited, you waited, she waited, we waited	<i>perímena, periménate/ perímene, perímene, periméname</i>	περίμενα, περιμένατε/ περίμενες, περίμενε, περιμέναμε
I had	<i>íxa</i>	είχα
Didn't you have it? (fam)	<i>Then to íxes esí?</i>	Δεν το είχες εσύ ;
Didn't you (pl) have it?	<i>Then to íxate esís?</i>	Δεν το είχατε εσείς ;
George didn't have it.	<i>O Yiórgos then to íxe.</i>	Ο Γιόργος δεν το είχε.
We didn't have it.	<i>Emís then to íxame.</i>	Εμείς δεν το είχαμε.
They (gender unknown) didn't have it.	<i>Aftí then to íxan.</i>	Αυτοί δεν το είχαν.
Maria and Eleni – they had it!	<i>I María ke i Eléni – aftés to íxan!</i>	Η Μαρία και η Ελένη – αυτές το είχαν!

CD3 Track 3 – more past forms – 1- or 2-syllable verbs

I did/made	<i>ékana</i>	έκανα
What did you do? (fam)	<i>Ti ékanes?</i>	Τι έκανες;
cake	<i>keik</i> (n)	κέικ
When did he make the cake for you (fam)?	<i>Póte ékane to keik gia séna?</i>	Πότε έκανε το κέικ για σένα;
Did you (pl) make a salad for him yesterday?	<i>Kánate mía saláta gia aftón exTHés?</i>	Κάνατε μία σαλάτα για αυτόν εχθές;
We didn't make the cake yesterday.	<i>Then káname to keik exTHés.</i>	Δεν κάναμε το κέικ εχθές.
They made this big salad ...	<i>Ékanan aftín tin megáli saláta...</i>	Έκαναν αυτή(ν) την μεγάλη σαλάτα...

CD3 Track 4 – past forms of 2-syllable verbs

I knew	<i>íksera</i>	ήξερα
Did you (pl) know why...?	<i>Ksérate yiatí...?</i>	Ξέρατε γιατί...;
Why didn't you know (fam)...?	<i>Yiatí then íkseres...?</i>	Γιατί δεν ήξερες...;
He didn't know anything.	<i>Then íksere típota.</i>	Δεν ήξερε τίποτα.
We knew where you (fam) were yesterday.	<i>Ksérame poo ísoon exTHés.</i>	Ξέραμε πού ήσουν εχθές.
They didn't know where we were...	<i>Then íkseran poo ímastan...</i>	Δεν ήξεραν πού ήμασταν...
I wanted	<i>íThela</i>	ήθελα
Didn't you want to go to the cinema yesterday? (fam)	<i>Then íTheles na pas sto sinemá exTHés?</i>	Δεν ήθελες να πας στο σινεμά εχθές;
Didn't you (pl) want to go to the theatre today?	<i>Then THélate na páte sto THéatro símera?</i>	Δεν θέλατε να πάτε στο θέατρο σήμερα;
Maria wanted to watch TV.	<i>I Maria íThele na thí tileóراسi.</i>	Η Μαρία ήθελε να δει τηλεόραση.
We wanted to eat at the taverna...	Emís <i>THélame na fáme stin tavérna...</i>	Εμείς θέλαμε να φάμε στην ταβέρνα...

They didn't want to leave early.	<i>Then iThelan na figoon norís.</i>	Δεν ήθελαν να φύγουν νωρίς.
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CD3 Track 5 – past of 'must/have to'

had to	<i>éprepe na</i>	έπρεπε να
We had to leave early.	<i>Éprepe na figoome norís.</i>	Έπρεπε να φύγουμε νωρίς.
You (fam) had to read this book for school...	<i>Éprepe na thiavásis aftó to vivlío gia to sxolío...</i>	Έπρεπε να διαβάσεις αυτό το βιβλίο για το σχολείο...
...but I had to go by train	<i>...allá éprepe na páo me to tréno.</i>	...αλλά έπρεπε να πάω με το τρένο.

CD3 Track 6 – past of 'can'

I was able/I could	<i>bóresa na</i>	μπόρεσα να
I wasn't able to take the plane for England.	<i>Then bóresa na páro to aeropláno gia tin Anglía.</i>	Δεν μπόρεσα να πάρω το αεροπλάνο για την Αγγλία.
Were you (fam) able to read this book?	<i>Bóreses na thiavásis aftó to vivlío?</i>	Μπόρεσες να διαβάσεις αυτό το βιβλίο;
He wasn't able to see where the station was.	<i>Then bórese na thi pou ítan o stathmós.</i>	Δεν μπόρεσε να δει πού ήταν ο σταθμός.
They weren't able to make the salad for us.	<i>Then bóresan na kánoon tin saláta gia mas.</i>	Δεν μπόρεσαν να κάνουν την σαλάτα για μας.
We couldn't leave early.	<i>Then borésame na figoome norís.</i>	Δεν μπορέσαμε να φύγουμε νωρίς.
Why weren't you (pl) able to buy that cheap car?	<i>Yiatí then borésate na agorásete ekíno to ftinó aftokínito?</i>	Γιατί δεν μπορέσατε να αγοράσετε εκείνο το φτηνό αυτοκίνητο;

CD3 Track 7 – 'speak'

I want to speak Greek well.	<i>THélo na milísw eliniká kalá.</i>	Θέλω να μιλήσω ελληνικά καλά.
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You (fam) should speak Greek with Maria.	<i>Prépi na milísis eliniká me tin María.</i>	Πρέπει να μιλήσεις ελληνικά με την Μαρία.
Kostas wants to speak Spanish with Carmen.	<i>O Kóstas THéli na milísi ispaniká me tin Cármen.</i>	Ο Κώστας θέλει να μιλήσει ισπανικά με την Κάρμεν.
We have to speak French at school today.	<i>Prépi na milísoome galiká sto sxolío símera.</i>	Πρέπει να μιλήσουμε γαλλικά στο σχολείο σήμερα.
Do you (pl) want to speak to me?	<i>THélete na milísete me ména?</i>	Θέλετε να μιλήσετε με μένα;
When can they speak to George today?	<i>Póte boroón na milísoon me ton Yiórgo símera?</i>	Πότε μπορούν να μιλήσουν με τον Γιώργο σήμερα;
I spoke with George yesterday.	<i>Mílisa me ton Yiórgo exTHés.</i>	Μίλησα με τον Γιώργο εχθές.
Did you (fam) speak French at school today?	<i>Mílises galiká sto sxolío símera?</i>	Μίλησες γαλλικά στο σχολείο σήμερα;
He didn't speak with Maria and Eleni yesterday.	<i>Then milíse me tin María ke tin Eleni exTHés.</i>	Δεν μίλησε με την Μαρία και την Ελένη εχθές.
When did we speak with them (all feminine)?	<i>Póte milísame emís me aftés</i>	Πότε μιλήσαμε εμείς με αυτές;
Didn't you (pl) speak Greek in Athens?	<i>Then milísate eliniká stin Athína?</i>	Δεν μιλήσατε ελληνικά στην Αθήνα;
Why didn't they speak with us in English?	<i>Yiatí then milísan me mas sta agliká?</i>	Γιατί δεν μίλησαν με μας στα αγγλικά;

CD3 Track 8 – plurals of nouns

the ouzo > the ouzos	<i>to oózo > ta oóza (n)</i>	το ούζο > τα ούζα
the bottle >	<i>to bookáli ></i>	το μπουκάλι >
the bottles	<i>ta bookália (n)</i>	τα μπουκάλια

The cars are at the station now.	<i>Ta aftokínita íne ston stathmó tóra.</i>	Τα αυτοκίνητα είναι στον σταθμό τώρα.
We had two bars and two supermarkets near our house in Greece.	<i>Íxame thío bar (neuter, borrowed word) ke thío soopermárket (neuter, borrowed word) kondá sto spíti mas stin Elátha.</i>	Είχαμε δύο μπαρ και δύο σουπερμάρκετ κοντά στο σπίτι μας στην Ελλάδα.
They have two houses in Greece.	<i>Aftí éxoon thío spítia (n) stin Elátha.</i>	Αυτοί έχουν δύο σπίτια στην Ελλάδα.
this > these	<i>aftó > aftá (n)</i>	αυτό > αυτά
that > those	<i>ekíno > ekína (n)</i>	εκείνο > εκείνα

CD3 Track 9 – ‘many/a lot of’; neuter plural adjective endings

many (n)	<i>polá (n)</i>	πολλά
There are many cars at the station today.	<i>Ipárxoon polá aftokínita ston staTHmó símera.</i>	Υπάρχουν πολλά αυτοκίνητα στον σταθμό σήμερα.
Where are the big glasses for the beer?	<i>Poo íne ta megála potíria yia tin bíra?</i>	Πού είναι τα μεγάλα ποτήρια για την μπύρα;
The small glasses for the wine are there.	<i>Ta mikrá potíria yia to krasí íne ekí.</i>	Τα μικρά ποτήρια για το κρασί είναι εκεί.
Those magazines are expensive.	<i>Ekína ta periothiká íne akrivá.</i>	Εκείνα τα περιοδικά είναι ακριβά.
them (n)	<i>ta</i>	τα
These are good books – I want to read them.	<i>Aftá íne kalá vivlíá – THélo na ta thiaváso.</i>	Αυτά είναι καλά βιβλία – θέλω να τα διαβάσω.
My Greek isn't very good.	<i>Ta eliniká (n, pl) moo then íne polí kalá.</i>	Τα ελληνικά μου δεν είναι πολύ καλά.
easy (m, f, n – singular)	<i>éfkolos -i -o</i>	εύκολος -η -ο
French is easy.	<i>Ta galiká íne éfkola.</i>	Τα γαλλικά είναι εύκολα.
difficult (m, f, n – singular)	<i>thískolos -i -o</i>	δύσκολος -η -ο
George is a little difficult.	<i>O Yiórgos íne lígo thískolos.</i>	Ο Γιώργος είναι λίγο δύσκολος.

Greek isn't difficult.

Ta eliniká then íne thískola.

Τα Ελληνικά δεν είναι δύσκολα.

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CD3 Track 10 – feminine plural forms

I want two beers
please...

*Thélo thío bíres
parakaló...*

Θέλω δύο μπίρες
παρακαλώ...

the (f, pl)

i

οι

These two tavernas
are very expensive.

*Aftés i thío tavernes
íne polí akrivés.*

Αυτές οι δύο ταβέρνες
είναι πολύ ακριβές.

We bought two salads
at the taverna
yesterday.

*Agorásame thío salátes
stin tavérna
exthés.*

Αγοράσαμε δύο
σαλάτες στην ταβέρνα
εχθές.

tomato > tomatoes

domáta > domátes (f)

ντομάτα > ντομάτες

suitcase > suitcases

valítsa > valítses (f)

βαλίτσα > βαλίτσες

many/a lot of (f)

polés

πολλές

There are a lot of
tavernas in Athens.

*Ipárxoon polés
tavérnes stin Athína.*

Υπάρχουν πολλές
ταβέρνες στην Αθήνα.

CD4 Track 1 – 'I like' + plural; plural object forms

I like expensive cars.

*Moo arésoon ta akrivá
aftokínita*

Μου αρέσουν τα ακριβά
αυτοκίνητα.

I don't like tomatoes.

*Then moo arésoon
i domátes.*

Δεν μου αρέσουν
οι ντομάτες.

CD4 Track 2 – plural object forms, neuter, feminine

He bought these
two cheap cars.

*Agórase aftá ta thío
ftiná aftokínita
(neuter, object).*

Αγόρασε αυτά τα δύο
φτηνά αυτοκίνητα.

Why did you (fam) buy
these tomatoes?

*Yiatí agórases aftés
tis domátes?*

Γιατί αγόρασες αυτές
τις ντομάτες;

I bought the expensive
suitcases, not the
cheap ones.

*Agórasa tis akrivés
valítses, óxi tis
ftinés.*

Αγόρασα τις ακριβές
βαλίτσες, όχι τις
φτηνές.

CD4 Track 3 – plural subject and object forms – masculine

the (m, pl)	<i>i</i>	οι
The bills are always cheap at this taverna.	<i>I logiasmí ine pánda ftiní se aftín tin tavérna.</i>	Οι λογαριασμοί είναι πάντα φτηνοί σε αυτήν την ταβέρνα.
They always have cheap bills at the taverna.	<i>Éxoon pánda ftinoós logiasmóos stin tavérna.</i>	Έχουν πάντα φτηνούς λογαριασμούς στην ταβέρνα.
I couldn't read those menus in Greek.	<i>Then bóresa na thiaváso aftoós toos katalógoos/katalógoos sta eliniká.</i>	Δεν μπόρεσα να διαβάσω αυτούς τους καταλόγους/καταλόγους στα ελληνικά.

CD4 Track 4 – masculine plural forms

person	<i>ánthropos (m)</i>	άνθρωπος
George is a good person.	<i>O Yiórgos ine énas kalós ánthropos.</i>	Ο Γιώργος είναι ένας καλός άνθρωπος.
Dimitris and Eleni are difficult people.	<i>O Dimítris ke i Eléni ine thískoli ánthropi.</i>	Ο Δημήτρης και η Ελένη είναι δύσκολοι άνθρωποι.
road/street	<i>thrómos (m)</i>	δρόμος
The roads in Athens have a lot of cars.	<i>I thrómi stin Athína éxoon polá aftokínita.</i>	Οι δρόμοι στην Αθήνα έχουν πολλά αυτοκίνητα.
There are lots of cars on the roads in Athens.	<i>Ipárchoon polá aftokínita stoos thrómoos stin Athína.</i>	Υπάρχουν πολλά αυτοκίνητα στους δρόμους στην Αθήνα.
The menus are cheap.	<i>I katalógi ine ftiní.</i>	Οι κατάλογοι είναι φτηνοί.
many (masculine, subject/object)	<i>polí/polóos</i>	πολλοί/πολλούς
There are a lot of people in the cinema today.	<i>Ipárchoon polí ánthropi sto sinemá símera.</i>	Υπάρχουν πολλοί άνθρωποι στο σινεμά σήμερα.

We had a lot of people in our taverna last week.	<i>Íxame poloós anthrópous stin tavérna mas tin perasméni evthomátha.</i>	Είχαμε πολλούς ανθρώπους στην ταβέρνα μας την περασμένη εβδομάδα.
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CD4 Track 5 – ‘some/few’

some/a few (m/f/n pl)	<i>merikí, merikés, meriká</i>	μερικοί, μερικές, μερικά
I have some books for you here.	<i>Έχο meriká vivlíá yia sas ethó.</i>	Έχω μερικά βιβλία για σας εδώ.
There are some tomatoes on the table.	<i>Ipárxoon merikés domátes sto trapézi.</i>	Υπάρχουν μερικές ντομάτες στο τραπέζι.
Some people here wanted to talk with you (fam).	<i>Merikí ánthropi ethó iThelan na milísoon me séna.</i>	Μερικοί άνθρωποι εδώ ήθελαν να μιλήσουν με σένα.
We wanted to take some people with us to the taverna.	<i>Thélamé na pároome merikóos anthrópous me mas stin tavérna.</i>	Θέλαμε να πάρουμε μερικούς ανθρώπους με μας στην ταβέρνα.
sometimes time	<i>merikés forés (f pl) forá (f)</i>	μερικές φορές φορά
They go to the cinema a few times a month.	<i>Páne sto sinemá merikés forés to(n) mína.</i>	Πάνε στο σινεμά μερικές φορές το(ν) μήνα.
(a) few	<i>lígi -es -a</i>	λίγοι -ες -α
There are few people at the cinema today.	<i>Ipárxoon lígi ánthropi sto sinema símera.</i>	Υπάρχουν λίγοι άνθρωποι στο σινεμά σήμερα.
There are few tavernas in our street.	<i>Ipárxoon líges tavérnes ston thrómo mas.</i>	Υπάρχουν λίγες ταβέρνες στον δρόμο μας.
money	<i>leftá (n pl)</i>	λεφτά
Do you have (fam) some money for the bill?	<i>Έχeis meriká leftá yia ton logarias mó?</i>	Έχεις μερικά λεφτά για τον λογαριασμό;

CD4 Track 6 – conditional

if	<i>an</i>	αν
If I take the train now, I'll arrive early.	<i>An páro to tréno tóra, THa ftáso norís.</i>	Αν πάρω το τρένο τώρα, θα φτάσω νωρίς.
If you don't make (fam) a big sandwich for me now, I'll buy one from the supermarket.	<i>An then kánis éna megálo sándouits gia ména tóra, THa agoráso éna apó to soopermárket.</i>	Αν δεν κάνεις ένα μεγάλο σάντουιτς για μένα τώρα, θα αγοράσω ένα από το σουπερμάρκετ.
If he doesn't read this book today, he won't go to school tomorrow.	<i>An then thiavási aftó to vivlío símera, then THa pai sto sxolío ávrio.</i>	Αν δεν διαβάσει αυτό το βιβλίο σήμερα, δεν θα πάει στο σχολείο αύριο.
If we don't start the book now, we won't finish it tomorrow.	<i>An then arxísoome to vivlío tóra, then THa to telísoome ávrio.</i>	Αν δεν αρχίσουμε το βιβλίο τώρα, δεν θα το τελειώσουμε αύριο.

CD4 Track 7 – comparative/superlative forms

better	<i>kalíteros -i -o</i>	καλύτερος -η -ο
than	<i>apó</i>	από
George is better than Kostas at school.	<i>O Yiórgos íne kalíteros apó ton Kósta sto sxolío.</i>	Ο Γιόργος είναι καλύτερος από τον Κώστα στο σχολείο.
Maria isn't better than Eleni at school.	<i>I María then íne kalíteri apó tin Eléni sto sxolío.</i>	Η Μαρία δεν είναι καλύτερη από την Ελένη στο σχολείο.
the best	<i>o kalíteros/ i kalíteri/ to kalítero</i>	ο καλύτερος/ η καλύτερη/ το καλύτερο
My car is the best in our road.	<i>To aftokinitó moo* íne to kalítero ston thrómo mas.</i>	Το αυτοκινητό μου* είναι το καλύτερο στον δρόμο μας.

*Note the change of stress: *aftokínito* (αυτοκίνητο) becomes *aftokinitó* (αυτοκινητό) when followed by a possessive pronoun such as *moo* (μου) 'my'.

We bought the best tomatoes in the supermarket.	<i>Agorásame tis kalíteres domátes sto soopermárket.</i>	Αγοράσαμε τις καλύτερες ντομάτες στο σουπερμάρκετ.
more	<i>pio</i>	πιο
This one is easier than that one.	<i>Aftó íne pio éfkolo apó ekíno.</i>	Αυτό είναι πιο εύκολο από εκείνο.
This moussaka is cheaper than that one.	<i>Aftós o moosakás íne pio ftinós apó ekíno(n).</i>	Αυτός ο μουσακάς είναι πιο φτηνός από εκείνο(ν).
That book was more difficult than this one.	<i>Ekíno to vivlío ítan pio thískolo apó aftó.</i>	Εκείνο το βιβλίο ήταν πιο δύσκολο από αυτό.
the most	<i>o/i/to pio</i>	ο/η/το πιο
This car is the cheapest.	<i>Aftó to aftokínito íne to pio ftinó.</i>	Αυτό το αυτοκίνητο είναι το πιο φτηνό.
question	<i>erótisi (f)</i>	ερώτηση
This question was more difficult than that one.	<i>Aftí i erótisi ítan pio thískoli apó ekíni(n).</i>	Αυτή η ερώτηση ήταν πιο δύσκολη από εκείνη(ν).
This question will be easier than that one.	<i>Aftí i erótisi THa íne pio éfkoli apó ekíni(n).</i>	Αυτή η ερώτηση θα είναι πιο εύκολη από εκείνη(ν).
This question will be the most difficult.	<i>Aftí i erótisi THa íne i pio thískoli.</i>	Αυτή η ερώτηση θα είναι η πιο δύσκολη.

CD4 Track 8 – expressions with na (va)

ready	<i>étimos/étimi/étimo</i>	έτοιμος/έτοιμη/έτοιμο
George is ready to finish today.	<i>O Yiórgos íne étimos na telíosi símera.</i>	Ο Γιώργος είναι έτοιμος να τελειώσει σήμερα.
Maria wasn't ready to leave yesterday.	<i>I María then ítan étimi na fíyi exTHés.</i>	Η Μαρία δεν ήταν έτοιμη να φύγει εχθές.

CD4 Track 9 – relative pronoun pou (που)

who, which, that	<i>pou</i>	που
The book (that) I read last week was very good.	<i>To vivlío pou thiávasa tin perasméni evthomátha ítan polí kaló.</i>	Το βιβλίο που διάβασα την περασμένη εβδομάδα ήταν πολύ καλό.
These are the newspapers (that) I read on the plane today.	<i>Aftés íne i efimeríthes pou thiávasa sto aeropláno símera.</i>	Αυτές είναι οι εφημερίδες που διάβασα στο αεροπλάνο σήμερα.

CD4 Track 10 – ‘I think that’

I think	<i>nomízo</i>	νομίζω
What do you think? (pl)	<i>Ti nomízete?</i>	Τι νομίζετε;
What do you think? (fam)	<i>Ti nomízis?</i>	Τι νομίζεις;
I think that...	<i>Nomízo óti...</i>	Νομίζω ότι...
I think (that) I'll go to the park today	<i>Nomízo óti THa pao sto párko símera.</i>	Νομίζω ότι θα πάω στο πάρκο σήμερα.
They think that Greek is very difficult, but I don't think so.	<i>Nomízoon óti ta eliniká íne polí thískola. Allá egó then nomízo.</i>	Νομίζουν ότι τα ελληνικά είναι πολύ δύσκολα. Αλλά εγώ δεν νομίζω.

CD4 Tracks 11–12 – revision and conclusion

I saw	<i>ítha</i>	είδα
we saw	<i>íthame</i>	είδαμε
good journey	<i>kaló taksíthi</i>	καλό ταξίδι
we thank you	<i>efxaristóome</i>	ευχαριστούμε

The Greek alphabet

	<i>Greek letter</i>	<i>Closest English equivalent</i>	<i>Transliterated</i>
1	A α αλλά	Somewhere between A of 'cat' and the U of 'cut'	a
2	B β βιβλίο, ταβέρνα	V as in 'vase' (There is no hard B sound, as in 'back', in Greek. This sound is created by combining letters; see No. 31 below.)	v
3	Γ γ αγοράζω γιατί	G like the English g in 'go', 'get' but softer, with more breath. Sounds like Y in front of e or i sounds.	g y
4	Δ δ δεν, εδώ	TH as in 'then', 'this'	th
5	E, ε έχω, εγώ	E as in 'bed'	e
6	Z, ζ ούζο, διαβάζω	Z as in 'zoo'	z
7	H, η την	EE as in 'feet'	i
8	Θ, θ θέλω, θα	TH as in 'thin'	TH
9	I, ι λίγο, τι	EE as in 'feet'	i
10	K, κ κάτι, κάθε	K as in 'kick'	k
11	Λ, λ Ελλάδα	L as in 'lamp'	l
12	M, μ μία, μεγάλο	M as in 'milk'	m
13	N, ν Ελληνικά, δεν	N as in 'nice'	n
14	Ξ, ξ ξέρω	KS as in 'Jackson'	ks

15	Ο, ο το, λίγο	O as in 'lock'	o
16	Π, π πόδι, από	P as in 'pot'	p
17	Ρ, ρ μέρα, μακριά	R as in 'red' (with a roll)	r
18	Σ, σ/ς κρασί Έλληνας	S as in 'sit' (at the end of a word in small letters the alternative ς has to be used)	s
19	Τ, τ σπίτι, σαλάτα	T as in 'top'	t
20	Υ, υ πολύ	E as in 'feet'	i
21	Φ, φ καφές, εφημερίδα	F as in 'farm'	f
22	Χ, χ όχι, έχω	CH as in the Scottish 'loch' but softer, less guttural	x
23	Ψ, ψ διψάω	PS as in 'tips'	ps
24	Ω, ω εγώ, τώρα	O as in 'lock'	o

Combinations

25	αι ναι, και	E as in 'let'	e
26	ει είμαι, θέλει	EE as in 'feet'	i
27	οι ανοιχτό	EE as in 'feet'	i
28	ου μουσική, μου	OO as in 'hoot'	oo
29a, b	αυ αυτός, αύριο	AF as in 'after', or AV as in 'have'	af, av
30a, b	ευ ευχαριστώ, φεύγω	EF as in 'left', or EV as in 'every'	ef, ev

31	μπ μπαρ, μπουκάλι, λάμπα	B as in 'bar'	b
32	ντ ντομάτα δόντι	D as in 'dad'	d
33	γκ γκαράζ, αγκινάρα	G as in 'get'	g
34	γγ αγγλικά	NG as in 'angle'	ng
35	τσ τσιγάρο	TS as in 'puts'	ts
36	τζ	DZ as in 'adds'	dz

Common Greek signs

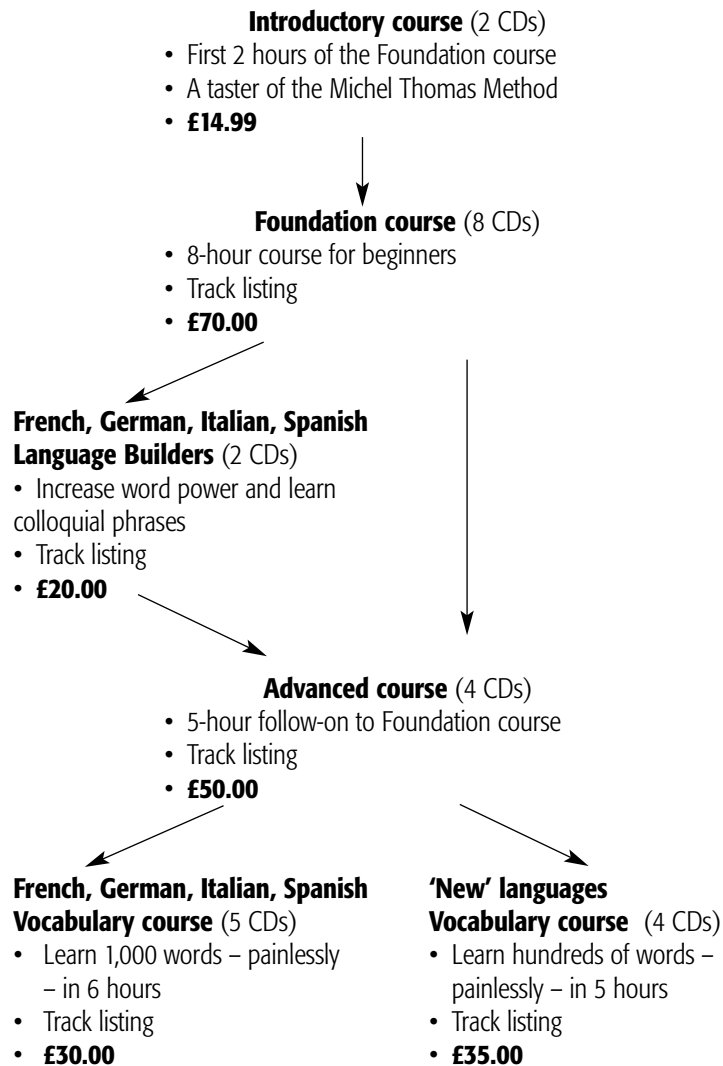
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ΜΕΤΡΟ underground	ΜΠΑΡ bar	ΕΙΣΟΔΟΣ entrance
ΕΞΟΔΟΣ exit	ΩΘΗΣΑΤΕ push	ΣΥΡΑΤΕ pull
ΕΙΣΙΤΗΡΙΑ tickets	ΤΑΜΕΙΟ ticket office/ cash desk	ΕΣΤΙΑΤΟΡΙΟ restaurant
ΞΕΝΟΔΟΧΕΙΟ hotel	ΤΡΑΠΕΖΑ bank	ΣΤΑΘΜΟΣ railway/bus station
ΣΤΑΣΗ (bus) stop	ΤΟΥΑΛΕΤΤΕΣ toilets	ΑΝΟΙΧΤΟ open
ΚΛΕΙΣΤΟ closed	ΑΠΑΓΟΡΕΥΕΤΑΙ ΤΟ ΚΑΠΝΙΣΜΑ no smoking	ΜΟΥΣΕΙΟ museum
ΚΑΦΕΝΕΙΟ café	ΘΕΑΤΡΟ theatre	ΣΙΝΕΜΑ cinema
ΝΟΣΟΚΟΜΕΙΟ hospital	ΑΓΟΡΑ market	ΤΑΞΙ taxi
ΑΕΡΟΔΡΟΜΙΟ airport	ΑΦΙΞΕΙΣ arrivals	ΑΝΑΧΩΡΗΣΕΙΣ departures
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